

Pupil Premium Impact Statement 2021-2022

This report details the impact relating to the spending of our pupil premium and recovery premium funding **this academic year** to address the challenges outlined in our Pupil Premium Strategy 2021-2024.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>CPD / training - focus on QFT, early identification of need, target setting, monitoring of impact, graduated approach for SEND</i></p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. High quality teaching that is effective for disadvantaged learners is providing effective teaching for all.</p>	<p>1</p>	<p>Training for LSAs well attended to support disadvantaged pupils with SEND / additional needs:</p> <ul style="list-style-type: none"> - Supporting learning behaviour using proactive and reactive strategies - Supporting children with sensory processing needs - Importance of play in securing engagement / relationships - Social use of Language programme - Precision teaching of reading and spelling - RWI Freshstart intervention <p>Early identification has led to support from the Portage and Early Years team in a timely manner to secure SALT/OT/Physio input, make referrals for potential ASD to Oakdale, and gain supporting reports for 3</p>

			EHC assessment requests which were all successful before pupils entered KS1.
<i>Coaching on Kagan cooperative learning structures</i>	<p>Collaborative learning approaches recommended by EEF Toolkit.</p> <p>Evidence suggests that well-designed collaborative learning tasks, focussing on promoting oracy and interaction are the most effective and therefore coaching will focus on this.</p>	1, 3	<p>Teaching staff Kagan refresher delivered in July 2022.</p> <p>Oracy-based reading lessons to be delivered 3x per week in KS2 and daily in KS1 using kagan structures regularly for group and paired discussion. Impact to be monitored through learning walks Autumn 2022.</p>
<p><i>Read, Write, Inc. Fresh Start CPD for targeted staff in KS2;</i></p> <p><i>Read, Write, Inc. phonics refresher for all staff</i></p>	<p>Pedagogical expertise is a key component of successful teaching of early reading - EEF. Estimated +3 months progress. Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.</p>	1, 4	<p>2022 KS2 SATs results: 66% of children who attained at a pre-key stage level in KS1 made accelerated progress through accessing FreshStart phonics daily, achieving an average scaled score of 93 in Reading.</p> <p>Our disadvantaged cohort's reading expected standard improved by 13.8% compared with previous 2018/19 SATs (now at 60% expected standard).</p> <p>WPS KS1 expected standard in reading for disadvantaged pupils was 56% compared with 49% LA.</p> <p>High quality phonics teaching in EYFS/KS1 meant that 72.7% of disadvantaged pupils achieved the expected standard. The LA figure for disadvantaged pupils was 64.4%. WPS improvement of 15.6% (from 2018/19) compared with non-disadvantaged pupils.</p> <p>Year 1 disadvantaged phonics expected standard has improved by 10.2% from 62.5% to 72.7%.</p>

<p><i>Attachment-aware training for SLT</i></p>	<p>Pupils with attachment difficulties more prevalent; recommended on NASENCo qualification training and Attachment lead training.</p>	<p>5</p>	<p>Headteacher and SENCo to disseminate their attachment-aware training through twilight sessions in 2022/23 via the SEN specialist provision team.</p>
<p><i>Additional teaching staff in year 6 to support teaching of reading</i></p>	<p>In-school evidence supports continuation of this strategy: End of academic year 2021, KS2 SATs testing indicated a +3.814 positive progress measure from KS1.</p>	<p>1, 3, 4</p>	<p>Disadvantaged cohort in KS2 reading increased by 13.8% from 46.2% in 2018/19 to 60% in 2021/22. Disadvantage gap has narrowed to -19.4% from -31.9%. Reading progress score in 2021/22: +1.9 This is 1.4 higher than the national <u>non-disadvantaged</u> score (+0.5). Increase in disadvantaged reading progress score by 2.0 (from -0.1 in 2018/19 to +1.9 in 2021/22). Extra teaching allowed the assistant headteacher to focus on a greater depth reading group: 30% of disadvantaged cohort achieved GDS. This is only 2% lower than the national <u>non-disadvantaged</u> cohort. This is also an increase of 30% from 0% disadvantaged achieving GDS in reading in 2018/19.</p>
<p><i>NCETM Maths Mastery CPD focussing on number sense</i></p>	<p>'Mastery learning appears to be a promising strategy for narrowing the gap' EEF recommended strategy.</p>	<p>1</p>	<p>45% of disadvantaged pupils left YR working below expected standard in maths. By end of Y1, only 27% are working below expected standard; 36% of disadvantaged children are now working at a greater depth standard. Year 4 disadvantaged children using NCETM Maths Mastery as a daily</p>

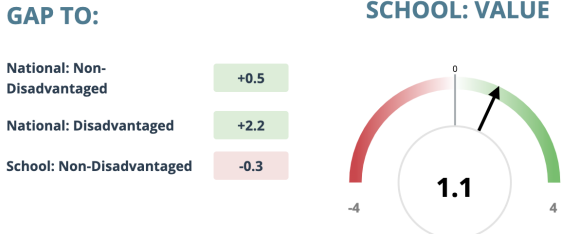
			intervention: 10% increase in disadvantaged cohort achieving expected standard in maths (70%).
<i>Clicker 8 CPD morning</i>	Clicker 7 has had previous positive impact and positive feedback from pupils and staff. Previous inspection found the software to have a positive impact on pupils' attitude towards writing and their writing outcomes.	1	Learning walks showed that pupils have access to ICT equipment which meets their needs. Clicker 8 evident in book scrutinies and pupil interviews showed that children enjoy using the technology. Refresher training to be delivered by SENCo for 2022/23 for new staff.
<i>'Analysis of reading skills/ability' intervention approach CPD</i>	Ofsted promote this approach of a consistent phonics approach that has fidelity and matches the needs of pupils who are yet to crack the phonics code. Venn diagram approach has been successful with staff previously. Improved understanding of automaticity, accuracy and independent understanding.	1, 4	Continuation of this approach enabled staff to see clearly where intervention should focus. Fewer children now need FreshStart phonics in UKS2 as a result. Redesign of the Reading curriculum in KS2 to promote automaticity and independent understanding through exposure to high level vocabulary. Impact to be carefully monitored in 2022/23.
<i>Support for Early Career Teachers</i>	2 NQTs to continue to be supported as would Early Career Teachers, with access to dedicated mentor time and reduced teaching timetable. Strategy supports the government's teacher retention strategy. Direct, explicit instruction given to two RQTs from experienced staff.	1	ECTs met performance management targets. Reduced teaching timetable allowed ECTs to visit local schools to look at KS1 reading, which helped to inform the school's vision for 'Talk Through Stories'.
<i>CPD - writing conferencing & feedback; Craft of Writing</i>	Very positive outcomes for cohort who trialed this approach to developing writing skills. EEF found that this approach may be beneficial for increasing the creativity of disadvantaged children.	1	Impact of COVID-19 on writing is evident, particularly for the disadvantaged cohort. Extra teaching staff in Y6 enabled an increase of 1.5% from 2018/19 SATs in disadvantaged children achieving the expected standard in writing, therefore leaders have worked with staff to redesign the English curriculum. Feedback from staff

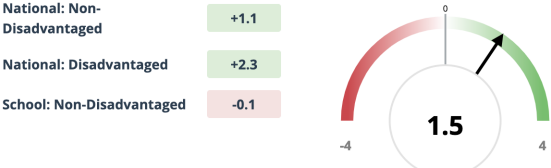
			and children regarding conferencing was positive and therefore the school has moved to a draftbook approach which breaks down the writing process more clearly (further details in targeted academic support section of this report).
<i>Teaching assistant continual CPD / review</i>	EEF recommendations: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills. Training will focus on prioritising ownership of tasks rather than task completion. Retaining high-quality teaching interventions by ensuring they are brief, intensive and structured. Sufficient time allocated for LSA training and for meetings out of class to enable necessary lesson preparation and feedback.	1, 4	SENCo attended LSA training on feedback and questioning. To be delivered to LSAs in Autumn 2022 due to the number of new LSAs. LSA training on Maths Mastery, Precision Teaching and RWI have all had a positive impact on independent learning skills observed during formal observations and Ofsted visit: 'Well-trained support staff are highly effective'
<i>Early identification of need, particularly within EYFS unit</i>	Early identification allows quicker catch-up intervention and strategies to be identified and implemented.	1	Focus on early identification is evident as the number of disadvantaged pupils with SEN provision has risen to 32.4% (5.9% higher than nationally). Support from PEYST within the EYFS cohort is high (minimum 2 visits per half term), meaning pupils receive a high level of additional specialist input before starting Year 1.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>1:1 maths intervention delivered by year 6 teacher 3 afternoons per week</i></p>	<p>1:1 tuition has moderate impact July 2021, Y6 cohort achieved +2.468 positive progress measure from KS1 results.</p>	<p>1</p>	<p>KS2 SATs disadvantaged progress score 2021/22: +1.3 This is 0.7 higher than <u>non-disadvantaged</u> cohort nationally This is +2.4 higher than disadvantaged nationally Focus on intensive arithmetic support was highly effective in allowing disadvantaged pupils a chance to reach the expected standard with an average score of 101.1; this is an increase from 96.8 in 2018/19.</p>
<p><i>Read, Write, Inc. phonics catch up groups / intervention</i></p>	<p>Consistently high %s of pupil achieving a pass in the phonics screening check. Plans to further streamline phonics provision in KS2 to match the offer in EYFS/KS1 is supported by recent guidance from NEYH region webinar series.</p>	<p>1, 4, 3</p>	<p>72.7% of year 1 disadvantaged pupils achieved expected standard - this is an increase of 10.2% from 62.5% in 2018/19. End of KS1 disadvantaged cohort's phonics expected standard has increased by 5.6% from 83.3% to 88.9%. 16 pupils in KS2 are now able to decode the full phonics code after a year of intensive intervention and therefore access whole-class reading lessons at an appropriate level. Children in year 2 who are moving into LSK2 have been screened and identified for intervention before September to allow a new series of phonics intervention to happen swiftly.</p>

			All staff are now familiar with venn diagrams for reading skills.
<i>Read, Write, Inc. Fresh Start booster sessions / intervention</i>	EEF trial currently underway shows promising results. Qualified teachers tend to get better results when delivering phonics interventions.	1, 4, 3	Positive results from Y5/6 cohorts - 100% of children have made progress with cracking the phonics code on analysis of phonics screening undertaken in July. 2 Y6 children (mid-year) no longer required Fresh Start phonics intervention due to success and were able to rejoin whole-class reading lessons. Both scored expected standard in KS2 SATs.
<i>Reading records promote parental engagement</i>	EEF Guidance: 'For young children, promoting shared book reading should be a central component of any parental engagement approach. Tips, support and resources can make home activities more effective for example prompting longer and more frequent conversations during book reading.'	3, 4, 5	Ofsted: 'Teachers keep a close eye on whether children read at home.' Parental engagement remains high and is carefully monitored, with additional reading offered to children whose parents are unable to support in this way.
<i>Maths booster for year 6 pupils focussed on arithmetic</i>	Positive results from these approaches in terms of % of disadvantaged children achieving a scaled score of 100 by July. Marked improvement in vocabulary acquisition of these pupils compared to their starting points on BPVS.	1	Disadvantaged cohort's maths scaled score increased by 3.2 (from 96.5 in 2018/19 to 99.7 in 2021/22). Disadvantaged cohort's maths progress score was +1.1 (0.5 higher than the national non-disadvantaged cohort). GAP TO: National: Non-Disadvantaged +0.5 National: Disadvantaged +2.2 School: Non-Disadvantaged -0.3 SCHOOL: VALUE 

<p><i>Reading booster for year 6 pupils focussed on VIPERS</i></p>		<p>1, 3, 4</p>	<p>Reading progress score in KS2 SATs increased by 1.6 for disadvantaged cohort - from -0.1 to +1.5. This is +1.1 higher than national non-disadvantaged cohort.</p> <p>GAP TO: SCHOOL: VALUE</p>  <p>4 children attending an 'expected standard reading booster' (who had scaled scores below 96) in October 2021 reached a greater depth score in July 2022.</p>
<p><i>IDL Cloud reading and spelling online intervention programme</i></p>	<p>Considers recommendations from EEF: Careful timetabling in place to ensure consistent delivery.</p>	<p>1</p>	<p>Continues to support disadvantaged and SEND cohorts with spelling. Monitoring has shown that when this intervention is carried out on a daily basis, progress is positive - increased laptop availability to support this in more classes across school 2022/23.</p>
<p><i>Talk Boost</i></p>	<p>Early years interventions highly recommended by EEF.</p>	<p>3</p>	<p>Talk Boost is not having the desired impact in EYFS as staff have found that the intervention is onerous on set-up time and is not plugging gaps quickly enough. In partnership with the cluster, school is purchasing an alternative resource with interventions (Chatterboxes, for EYFS which will be used in provision and as a separate intervention), qualified speech therapists (1x weekly visit) and access to</p>
<p><i>Pre-teaching of topic vocabulary</i></p>	<p>Vocabulary knowledge is a predictor of achievement and often related to social economic status. Focus on vocabulary acquisition has led to positive impact in previous years on the number of pupils correctly answering vocabulary based questions on reading papers.</p>	<p>3</p>	

			<p>online training materials for all staff in school.</p> <p>Instead of pre-teaching topic vocabulary, this will be integrated into whole-class QFT in topic lessons.</p> <p>'Language Legends' aimed at the year 3 & 4 cohorts will aim to improve understanding and use of language before UKS2.</p>
<i>Accelerated Reader renewal</i>	<p>EEF: 'Accelerated reader appears to be effective for weaker readers and catch up intervention'</p> <p>Positive impact in previous years on developing a love of reading.</p>	3, 4	<p>Accelerated reader not to be renewed from September 2022. Feedback from pupils and staff was that the AR system was restrictive and that many pupils focussed more on choosing a book that was 'quizzable' rather than reading for pleasure. Many PP pupils have preferences for magazines, comics, graphic novels, etc, which are not on the AR system and school therefore will encourage reading of this material.</p>
<i>Technology improvements</i>	<p>Pupil interviews after lockdown showed that technology had been engaging and motivating for many pupils.</p> <p>EEF Guidance suggests that technology is useful for self-quizzing and increasing retention of key knowledge - the nature of intervention programmes delivered using technology matches this.</p> <p>Teacher workload supported by access to staff drives and add-ons such as Clicker 8.</p>	1	<p>Many disadvantaged pupils are accessing online interventions such as IDL cloud on a daily basis due to improvements and increased capacity with technology across school.</p> <p>Clicker 8 is widely used to support disadvantaged pupils' vocabulary; home access has eased in-school workload for teachers.</p> <p>Increased independence for children using Chromebooks to complete tasks in their own time and print work independently.</p>

			Staff meetings in 2022/23 to focus on sharing good practice on Clicker 8 for pupils with SEND.
<i>Dedicated member of staff promoting love of reading at Get Set Go club</i>	Previous positive impact of staff spending time having conversations around reading and reading to children. Supports children who have limited 1:1 reading with an adult at home.	4, 3	Pupil voice - children are enjoying having the opportunity to read to an adult in school, who can also sign their reading record if parents are unable.
<i>CGP</i>	Has supported children who find accessing online materials, well, in previous years. Parents have been positive about being able to access these materials.	1	All disadvantaged pupils were given CGP books to support revision for SATs. 10% increase for PP reaching expected standard in Reading and Maths from KS1 to KS2.
<i>Sats Companion / Mirodo</i>	Well accessed by previous cohorts and access extended to Get Set Go club to promote overlearning.	1	Feedback from children indicated that, post-Covid, face to face SATs intervention and boosters were favoured over access to SATs Companion/ Mirodo. More in-school capacity for 1:1 interventions and boosters will be the focus going forward in 2022/23.
<i>Purchasing of Read, Write, Inc. bookbag books</i>	Based on current guidance to ensure that all books taken home by pupils match their knowledge of phonics to support them in reading confidently and fluently.	3, 4	Appropriately matched reading material has further supported disadvantaged pupils' phonics. In Y1, the school's gap to non-disadvantaged pupils nationally has improved by 15.5% from 2018/19 to 2021/22. Disadvantaged cohort's phonics expected standard has increased by 10.2% in the same time period.
<i>Practical maths resources to support maths mastery approach - rekenrek</i>	Consistent approach across school to be strengthened.	1	Implemented during autumn term 2021. All classes have access to this resource, which lesson observations have shown is used consistently.

			Monitoring of how this resource can be used to further support 1:1s / small groups to be undertaken in 2022/23.
<i>1:1 interventions</i>	<p>Supports theory on improving working memory - staff to revisit content taught in maths lessons to promote overlearning and confidence</p> <p>Connections made between out of class learning and classroom teaching.</p> <p>Highly structured supporting resources with assessment used to track progress carefully.</p> <p>Learning support assistants receive extensive training on interventions provided.</p>	1	Disadvantaged cohort receives regular intervention to plug gaps and consolidate learning across school. Ofsted commented positively that interventions had a positive impact on over-learning without detracting from pupils' access to a broad and balanced curriculum.
<i>Phonics-based UKS2 spelling trial</i>	<p>Trialled by other schools with extremely positive impact. To be implemented in one class for one term, with baseline and results of the control group to be compared with the second half of cohort.</p>	1, 3	<p>Trial showed that better progress was made by pupils in the phonics-based spelling group.</p> <p>To be implemented alongside focus on high frequency / common exception words after staff training delivered by writing leader in 2022/23.</p>
<i>Writing conferencing to improve feedback</i>	<p>Feedback to focus on the process of writing and on pupils' self-management of their learning. EEF Toolkit suggests some areas of the curriculum benefit more from feedback than others and that writing indicates gains of 8 months / 'very positive effects on learning'.</p>	1	<p>Monitoring of writing lessons, specifically during conferencing, in 2022/23 to be a key focus: reading and writing lessons in KS2 to be taught separately, rather than as 'English' to allow greater focus on skills within each, and to allow for more conferencing time. Staff feel more confident that writing outcomes will improve without a need to base every piece of writing around a book; leaders have developed the curriculum to enable pupils (particularly disadvantaged) to write for a purpose that engages them and is not abstract. Staff training delivered in summer</p>

			term 2021/22 to be implemented Autumn 2022.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>Get Set Go club</i>	Improved attendance and readiness to learn in disadvantaged groups (in years where Get Set Go has run, prior to COVID-19).	6, 2	School's gap to non-disadvantaged attendance nationally has decreased by 0.3%. Attendance to continue to be a focus for disadvantaged pupils in 2022/23.
<i>Free access to wider-curricular activities and clubs; residential activities</i>	Positive feedback from parents	3, 2	Continues to be a strategy that parents make good use of; all PP pupils who wanted to attend Robinwood residential had the opportunity to do so.
<i>Raising aspirations events</i>	Success in previous year during lockdown. Children struggle to articulate their future aspirations and have little knowledge regarding career paths. Links to people within our local community, who spoke to pupils and added to their understanding of which knowledge, personal attributes and skills are needed, improved aspirations of previous cohorts. Focus on members of the community who overcame adversity or celebrated 'difference' within their lives had the biggest impact.	5	Improved knowledge of career paths for PP cohort; many disadvantaged pupils in KS2 inspired by local author events, where their journey to becoming an author was discussed. Raising aspirations events to continue.

<i>PE kit</i>	All disadvantaged pupils are able to access their full entitlement to our PE curriculum.	5, 6	All disadvantaged pupils are able to access their full entitlement to our PE curriculum.
<i>Targeted support for children with identified SEMH needs</i>	Extremely positive uptake from disadvantaged children for calm club / access to external provision after referrals from school social worker. Reduced number of behaviour incidents since this provision was established. Electronic health needs assessment outlines need for targeted support.	5	Referrals to EMHP meant that pupils could access support in a timely manner, including from external groups such as Rainbows and Family Support. SENCo worked closely with school social worker to streamline referrals for all pupils, including those with SEND.

Total budgeted cost: £117,000